



# Wooster High School

An International Baccalaureate  
World School

The International Baccalaureate

## **CAREER-RELATED PROGRAMME**

A guide for students and parents



# THE INTERNATIONAL BACCALAUREATE

## Career-Related Programme (CP)

The curriculum consists of 2 Diploma programme subjects together with service learning; language development; the reflective project; personal and professional skills; and a career-related studies strand. This is illustrated by the below Career-Related Programme model.



### CAREER-RELATED PROGRAMME CURRICULUM & REQUIREMENTS:

- Two IB Diploma courses over the span of junior/senior year
  - may be SL or HL; one must be a two-year course; candidate must test in both courses
- Personal and Professional Skills (PPS) course (taken once a week during Advisory period)
- Successful completion of Reflective Project
- Successful completion of Language Development Portfolio
- Successful completion of Service Learning Portfolio
- Successful completion of 3 years of a Career-related studies (CTE) strand

### IB DIPLOMA COURSES:

#### Group 1 – English

English Literature (HL)

#### Group 2 – World Language

Spanish (SL/HL)

French (SL/HL)

Chinese (SL/HL)

#### Group 3 – Individuals and Societies

History of the Americas (HL)

Psychology (SL/HL)

#### Group 4 – Sciences

Biology (SL/HL)

Chemistry (SL/HL)

Physics (SL)

#### Group 5 – Mathematics

Math (SL): Applications and interpretations

Math (HL): Analysis & approaches

#### Group 6 – Fine Arts

Theatre (SL/HL)

Visual Arts (SL/HL)

Music (SL) (offered every other year)

## HIGHER LEVEL COURSES (two year courses):

- History of the Americas
- English, World Language, Math, Biology, Chemistry, Theater, Visual Arts and Psychology may be taken for a second year at the HL level

## STANDARD LEVEL COURSES

- One year courses:  
Biology, Chemistry, Physics, Math, Psychology (and Music every other year)
- Two year courses:  
World Language, Theater, and Visual Arts

World Language, Theatre and Visual Arts are begun at SL; students may choose to remain SL or move up to HL at the end of their junior year.

## CAREER-RELATED STUDIES (CTE) STRANDS

- Energy Technologies
- Metal Working
- Media Communications
- Horticulture
- Cybersecurity

## IB COURSE ASSESSMENT

Candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

### Internal Assessment

In all subjects, a portion of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study, and then report those marks to the IB. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

### External Assessment

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include written assignments for language subjects in groups 1 and 2, the essay for theory of knowledge and the extended essay. Other assessments occur in May under strict examination conditions. (See below and Assessment Chart).

### IB Exams

Juniors: Maximum 2 exams (usually Science and/or Psychology and/or Music)

Seniors: All remaining courses exams + PPS exam; submission of project and portfolios

All Exams have 4+ components:

#### **INTERNAL ASSESSMENTS** – due end of February

- Eng, WL – oral commentary
- HOA – research paper
- Sciences – lab
- Mathematics – project

#### **EXTERNAL ASSESSMENTS**

- Written Assignment - (due end of February)  
English
- Exams in May  
Paper 1 & Paper 2 (Paper 3 in some HL)

## **CAREER-RELATED PROGRAMME CORE**

In addition to completing the assessment requirements of two subjects, in order to be eligible for the award of the Career-related certificate, a candidate must also meet the requirements of Personal and Professional Skills (PPS), the reflective project, the service learning portfolio, and the language development portfolio.

### **Personal and Professional Skills**

A Career-related programme (CP) candidate must follow a Personal and Professional Skills course. This course is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. The course emphasizes skills development for the workplace, as these are transferable and can be applied in a range of situations.

### **Reflective Project**

A CP candidate must complete and submit a reflective project, which is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.

### **Service Learning**

A CP candidate must engage in a programme of service learning and complete a service learning portfolio. Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need. Students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.

### **Language Development**

A CP candidate must engage in a programme of language development and complete a language development portfolio. Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

## **REQUIREMENTS TO EARN THE CP CERTIFICATE**

- The candidate has completed the specified career-related study.
- A grade 3 or more in at least two of the DP subjects registered for the CP.
- Reflective project grade of A, B, C or D (No grade E or N).
- All ATL, community and service, and language development requirements have been met (Yes/No).
- The candidate has not received a penalty for academic misconduct from the final award committee.

All candidates will receive the CP results certificate detailing achievement in the DP subjects and reflective project along with the status of completion of the CP core.

## **Personal and professional skills (PPS) at a glance**

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

### **Aims**

The overall aims of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognize personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the IB learner profile

### **Time required**

The personal and professional skills course requires a minimum of 90 class hours.

### **Five central themes**

There are five themes in personal and professional skills:

#### **1. Personal development**

The development of students' confidence, independence, interpersonal skills and resilience in a variety of personal and professional situations and contexts.

#### **2. Intercultural understanding**

The importance of cultural identity, diversity and engagement in a range of personal and professional situations and contexts.

#### **3. Effective communication**

A variety of skills and literacies to broaden students' capabilities as communicators in personal and professional situations and contexts.

#### **4. Thinking processes**

The opportunity for students to explore and apply a variety of thinking processes to a range of personal and professional situations and context.

#### **5. Applied ethics**

Extends students' understanding of the use of ethics within a range of personal and professional situations and contexts.

### **Five Learning Outcomes**

By the end of the course, students will be able to:

LO1	identify their own strengths and develop areas for growth
LO2	demonstrate the ability to apply thinking processes to personal and professional situations
LO3	recognize and be able to articulate the value of cultural understanding and appreciation for diversity
LO4	demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
LO5	recognize and consider the ethics of choices and actions

## **The Reflective Project at a glance**

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. In addition to a written essay (see Options), students keep a record of their reflections on the process of undertaking and completing the reflective project using the *Reflections on planning and progress form (RPPF)*. This record forms part of the final reflective project assessment.

## **Aims**

The reflective project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking.

## **The career-related context**

From their career-related study, students identify an issue of interest then explore the ethical dimension associated with the issue in order to arrive at a focused ethical dilemma. The reflective project's primary focus is the ethical dilemma embedded within the issue, not the issue itself. Students undertake research and analysis on the chosen ethical dilemma. This research will include consultation with the local and/or global community.

### **Project: option 1**

A written essay (maximum 3,000 words). This should cover all the reflective project's requirements except reflection, which forms the content of the RPPF.

### **Project: option 2**

A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display). Together, the written essay and additional format should cover all the reflective project's requirements except reflection.

## **Time required**

Students are expected to devote a minimum of 50 hours to the reflective project.

## **Assessment**

The school assesses all reflective projects. The IB will then select a sample for the school to send to an external moderator for confirmation of the school's marks.

Students will be assessed on two aspects of the project:

- the approach they use to complete the reflective project—the process
- the output from that process—the product.

The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative.

## **Assessment Overview**

<b>Criterion A: focus and method</b>	<b>Criterion B: knowledge and understanding</b>	<b>Criterion C: critical thinking</b>	<b>Criterion D: presentation</b>	<b>Criterion E: engagement</b>
<ul style="list-style-type: none"><li>• Ethical dilemma &amp; issue</li><li>• Research question</li><li>• Methodology</li></ul>	<ul style="list-style-type: none"><li>• Context</li><li>• Local or global example</li><li>• Alternative perspective and perceptions of dilemma</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Analysis</li><li>• Discussion and evaluation</li></ul>	<ul style="list-style-type: none"><li>• Structure</li><li>• Layout</li></ul>	<ul style="list-style-type: none"><li>• Process</li><li>• Engagement</li><li>• Research focus</li></ul>
<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>
6	9	12	3	6

**Total marks available: 36**

## Understanding the Reflective project criteria

The following is intended to help you understand each criterion in terms of what should be included in the reflective project to achieve the highest level

### A: Focus and method

Markband	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"><li>The work does not reach the standard of the descriptor below.</li></ul>	<ul style="list-style-type: none"><li>Work in this band will not meet the requirement to select and define an appropriate research question.</li></ul>
1-2	<ul style="list-style-type: none"><li>The research question identifies an ethical dilemma related to the career-related study.</li><li>There is evidence of planning and acknowledgement of bias and validity.</li></ul>	<ul style="list-style-type: none"><li>Work in this band may identify an issue, but not an ethical dilemma arising from the issue. There will be a weakness in shaping it into a meaningful research question. For example, there may be identification of an issue (animal experimentation) without linking it to an ethical dilemma (Should animals be used for medical testing for the development of better medicines for humans?). It may be a descriptive project and may lack contrasting perspectives.</li><li>There will be a link to a career-related context, although this is likely to be incidental or undeveloped.</li><li>Work in this band will include relevant supporting evidence but may draw heavily on a limited range of sources (ie: quoting large sections from a single document or over-relying on websites such as Wikipedia). Selection of evidence will tend to be heavily weighted to one perspective.</li><li>Any awareness of bias and validity is likely to be mainly implicit and inadvertent (ie: quoting evidence from contrasting sources without an explicit recognition that they are contrasting in nature).</li></ul>
3-4	<ul style="list-style-type: none"><li>There is an identification of an issue linked to the career-related study and an arising ethical dilemma. The research question is clearly stated and the focus on it is generally sustained throughout the project.</li><li>There is evidence of a planned approach and the determination and collection of largely appropriate sources/data/information. There is evidence of understanding of potential bias and validity.</li></ul>	<ul style="list-style-type: none"><li>Work in this band is likely to both identify a relevant issue with an ethical dilemma (ie: privacy in social media) and develop it into an appropriate research question (ie: How far is it acceptable for social media companies to use data gathered from their users?). The approach to the question is likely to be methodical (ie: acknowledging points from opposing perspectives) and rely on a straightforward “for and against” format.</li><li>The information gathered will be well chosen and consistently relevant. Evidence for different perspectives is more balanced, but still may be weighted towards one side.</li><li>Quotations and evidence tend to be used more selectively, drawing on a wider range of sources and formats (ie: including graphs and tables as well as quotations).</li><li>Understanding of bias and validity is likely to be mainly implicit, but there is clearer evidence of choosing reliable sources and understanding the difference between fact and opinion.</li></ul>
5-6	<ul style="list-style-type: none"><li>Clear identification of an issue linked to the career-related study, and the arising ethical dilemma. The relevance of the study is clear. The research question is clearly stated and sharp</li></ul>	<ul style="list-style-type: none"><li>Work in this band includes a question that provides the opportunity to evaluate the implications of the ethical dilemma beyond simply giving the case for and against. For example, “Should terminally ill individuals have the option of physician-assisted suicide?” allows the student to explore a</li></ul>

	<p>focus on it is sustained throughout the project.</p> <ul style="list-style-type: none"> <li>• There is evidence of excellent planning of research, and the determination and collection of appropriate and varied sources. There is evidence of understanding of potential bias and source validity and measures have been taken to limit bias through source selection.</li> </ul>	<p>wider range of perspectives at a theoretical (medical, legal, moral) and personal (doctor, patient, family) level.</p> <ul style="list-style-type: none"> <li>• Source materials are well chosen, varied and are often used with precision to illustrate particular points, arguments and ideas. Work in this band is likely to take account of aspects such as value judgments, bias and misrepresentation of evidence/statistics in their responses and comment on them where appropriate.</li> </ul>
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## B: Knowledge and understanding in context

Markband	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>• The work does not reach the standard of the descriptor below.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band will not meet the requirement to select and define an appropriate research question.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• The central ethical dilemma is identified and the student shows an awareness of its context(s), although this is largely implicit.</li> <li>• Overall, the project demonstrates basic knowledge and understanding of the ethical dilemma, generally dominated by one view.</li> <li>• There is evidence of an awareness of the relevance of the chosen dilemma to community members, which is only partially integrated into the overall inquiry.</li> <li>• Some awareness of how cultural perspectives can influence the ethical dilemma is demonstrated, although this is likely to be largely implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band is likely to focus on the more obvious or surface features of the ethical dilemma or mainly deal with one aspect at the expense of a broader perspective (ie: Wind power is good because it does not hurt the environment). Wider contexts (ie: negative impact on residents, cost versus benefit) are likely to be referred to only in passing or left implicit.</li> <li>• Work in this band may be more likely to present a particular view on the ethical dilemma, rather than explore different perspectives on it. Consequently, while different viewpoints may be acknowledged or referred to, evidence is not weighed up or balanced.</li> <li>• Work in this band demonstrates awareness that the ethical dilemma will have a particular impact on relevant community members, but this will tend to be stated rather than explored or presented in a way that is self-evident. As with wider contexts, cultural perspectives are likely to be referred to only in passing or left implied.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• The central ethical dilemma is described from more than one perspective. Overall, the project demonstrates clear and consistent knowledge and understanding of the ethical dilemma and its context(s).</li> <li>• There is evidence of a relevant and sustained understanding of the impact of the ethical dilemma on community members.</li> <li>• Understanding of how cultural perspectives can influence the ethical dilemma is demonstrated and supported, where appropriate, with relevant examples</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band presents a balanced view of the ethical dilemma recognizing the pros and cons of different viewpoints (eg Wind power is a clean, renewable energy source, but can be unreliable), all with supporting evidence, although coverage may still be uneven.</li> <li>• The different ideas and arguments will be presented/ described, often methodically, in a way that shows an understanding of the issue and related ethical dilemma. However, there is likely to be limited analysis and the responses will still tend to deal mainly with the more obvious aspects of, and perspectives on, the ethical dilemma.</li> <li>• An understanding of the impact on the communities and influence of cultural perspectives is beginning to be more integrated into the overall arguments presented and informs the whole response. Examples are relevant and begin to develop some of the points made.</li> </ul>



7-9	<ul style="list-style-type: none"> <li>• The central ethical dilemma is analysed from different perspectives, which are evaluated in a balanced way. Overall, the work demonstrates a considered and developed knowledge and understanding of the ethical dilemma with a clear sense of scope and context(s).</li> <li>• The use of a local or global example to contextualize the ethical dilemma is effective and well integrated.</li> <li>• The impact of the ethical dilemma on community members is analysed and forms an integral part of the inquiry.</li> <li>• Analysis of how cultural perspectives can influence the ethical dilemma is developed and integrated into the ideas presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band is beginning to be more nuanced (ie: becoming aware of the subtleties, ironies and contradictions within the different perspectives: The hazard to wildlife/ visual impact on the landscape of the most “green” source of power), although this may not be sustained throughout the whole response.</li> <li>• A range of different perspectives/viewpoints is analysed and evaluated rather than just presented/contrasted. There is justification of the validity and weaknesses of different arguments and balance between them when drawing conclusions (ie: large upfront investment required to build wind turbines balanced against low running costs).</li> <li>• Similarly, the impact on communities and/or global and cultural perspectives is considered and, where appropriate, balanced (ie: impact on rural communities of wind turbines, the economic impact on mining communities of decreasing reliance on coal balanced with the global environmental benefits of clean renewable energy).</li> </ul>
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### C: Critical thinking

Markband	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>• The work does not reach the standard of the descriptor below.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band will not meet the requirement to select and define an appropriate research question.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• A basic argument is presented. Evidence is presented.</li> <li>• The student presents straightforward conclusions, although these are asserted without drawing on any arguments or evidence provided.</li> <li>• Some simple ideas are connected and supported with evidence, although this may not be consistent throughout the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band presents a basic argument, outlines some main points that are relevant and, as a minimum, acknowledges different viewpoints. However, some ideas are likely to be presented as self-evident rather than explained (ie: poorer people don't have any choice but to use payday loan companies).</li> <li>• The viewpoint expressed in the project (ie banks behave unfairly) is mostly consistent and at times supported with evidence, but remains largely undeveloped. Similarly, inferences made from the evidence are relevant but mainly at the surface level (ie: The high fees charged by banks are unfair because they affect those who can least afford them).</li> <li>• Conclusions are relevant, but may be repetitious or not well linked to the ideas in the rest of the essay.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• An argument is presented with a viewpoint maintained throughout. Partial use of evidence is made to develop the argument. The student is able to reason and demonstrates an understanding of cause and effect.</li> <li>• Conclusions made are logical, drawing on the arguments and evidence presented.</li> <li>• Ideas are supported by relevant evidence from different sources to develop an overall argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band uses evidence more effectively to develop ideas and shows a straightforward understanding of consequences (ie: Building a hotel resort bordering a nature reserve can damage the reserve).</li> <li>• Conclusions may still tend to re-present points made in the main body of the essay rather than use them to develop new ideas, but the point of view reached will be justified and explained.</li> <li>• Points made are beginning to build on one another in a logical sequence to provide an overview of the ethical dilemma, although this may not always be consistent.</li> </ul>

9-12	<ul style="list-style-type: none"> <li>• The argument presents a considered and convincing discussion of the issue and the associated ethical dilemma, interpreting and applying evidence to draw considered inferences.</li> <li>• Conclusions made are perceptive and concise, drawing consistently on the arguments and evidence presented.</li> <li>• Connections made between ideas are insightful, sustained and coherent and developed by a range of well-chosen evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• In this band, points made and evidence chosen combine to develop a clear and coherent argument, moving with confidence between taking an overview of the subject and engaging with specific details and evidence.</li> <li>• Understanding of concepts such as cause and effect is becoming more developed and nuanced, for example by considering different unintended negative consequences of positive actions (Diverting resources into cancer treatments leads to lower funding for social care and a reduction in the quality of life for a larger number of patients with less serious, chronic conditions).</li> <li>• Conclusions tend to draw on, but not simply repeat, ideas, evidence and arguments from earlier in the response, providing an effective overview of the issue and the associated ethical dilemma.</li> <li>• Work in this band begins to synthesize, rather than simply select and present, evidence, bringing together ideas and information from different sources to support and develop the argument.</li> </ul>
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#### D: Communication

Markband	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>• The work does not reach the standard of the descriptor below.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band will not meet the requirement to select and define an appropriate research question.</li> </ul>
1	<ul style="list-style-type: none"> <li>• There is a straightforward structure to the project as a whole, with similar material grouped together in a logical manner</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band provides a structure that is appropriate to the task, including an introduction and conclusion. The response is organized into paragraphs with simple links between them that usually follow a logical sequence, although transitions between sections may, at times, be awkward.</li> <li>• Work in this band uses terminology appropriately, but it may not always be fully explained and there may be some evidence of misunderstanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Communication is generally clear and structured appropriately, with consistent use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in this band structures material to support the argument, with points following logically on from each other and leading to an appropriate conclusion. Linking between paragraphs and/or sections is clear and consistent, although it will often follow a straightforward “for and against” model.</li> <li>• Terminology is mostly used appropriately and is explained or defined where relevant.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Communication is coherent and structured in a way that supports the understanding of the student’s ideas and arguments, with effective use of appropriate terminology to support and develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• The structure of the response is organized to develop an overall argument. Each section builds effectively on what has gone before, leading to a logical conclusion.</li> <li>• Terminology is used clearly and precisely to support and develop idea</li> </ul>

## E: Engagement and reflection

Markband	Descriptor	Characteristics of performance
0	<ul style="list-style-type: none"> <li>The work does not reach the standard of the descriptor below.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band will not meet the requirement to select and define an appropriate research question.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>There is evidence of student reflection but this is mostly descriptive.</li> <li>Reflections given on decision-making and planning are procedural.</li> <li>These reflections communicate a limited degree of personal engagement with the subject and/or the process of research</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band tends to describe what was done rather than why it was done and what impact it had on the response.</li> <li>Comments on how the research methods could have been improved are likely to be appropriate, but general.</li> <li>Work in this band expresses a relevant personal view on the issue and related ethical dilemma, but this is unlikely to be developed.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>There is evidence that student reflection is analytical.</li> <li>Reflections given on decision-making and planning include reference to conceptual understanding and skill development.</li> <li>These reflections communicate a moderate degree of personal engagement with the subject and process of research, demonstrating some intellectual initiative and/or creativity</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band considers what has been learned about the issue and research methods, justifying choices and suggesting improvements, although this may not be consistent.</li> <li>Work in this band reflects critically on the choice of research methods and begins to link this to an understanding of the issue and related ethical dilemma (ie: explaining the need for a range of evidence to represent different perspectives).</li> <li>Work in this band expresses a reasoned personal response to the issue and related ethical dilemma and begins to show evidence of ability to identify and explain insights gained.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>There is evidence that student reflection is evaluative.</li> <li>Reflections given on decision-making and planning include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process.</li> <li>These reflections communicate a high degree of intellectual and personal engagement with the subject and process of research, demonstrating authenticity, intellectual initiative and/or creativity in the student voice.</li> </ul>	<ul style="list-style-type: none"> <li>Work in this band expresses and explains how the student's understanding of the issue and related ethical dilemma has changed and developed and what new insights they have gained as a result of undertaking the project.</li> <li>Work in this band justifies the approach taken to developing a research method, often linking it explicitly to the chosen issue and related ethical dilemma (ie: showing understanding that different forms of evidence can have different effects—a graph could show the scale of an issue precisely, but a first-person account may have a more emotional impact).</li> <li>There is evidence in the work that the student is beginning to develop their own ideas and insights rather than re-presenting the views of others. Evidence of initiative in research methods could include effective primary research (ie: seeking an interview with someone directly involved in or affected by the issue)</li> </ul>

## Service learning at a glance

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals. Service learning benefits all involved—students as they continue developing skills and knowledge applied to real-life situations, and the community through reciprocal collaboration. Service learning fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile.

## Aims

The aims of service learning are for students to:

- develop and apply knowledge and skills towards meeting an authentic community need
- develop as leaders who take initiative, solve problems and work collaboratively with others
- enjoy the experiences of both learning and service
- develop a sense of caring about, and a responsibility for, others
- gain a deeper understanding of themselves, their community and society through meaningful reflection
- enhance and strengthen their experience with the existing school curriculum.

## Time required

A minimum of 50 hours is expected to be devoted to service learning.

## Learning outcomes

The five learning outcomes articulate what CP students are able to do at some point during their service learning programme

LO1	<b>Identify own strengths and develop areas for growth</b>
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO2	<b>Demonstrate participation with service learning experience</b>
Descriptor	Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.
LO3	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
Descriptor	Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.
LO4	<b>Demonstrate engagement with issues of global significance</b>
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
LO5	<b>Recognize and consider the ethics of choices and actions</b>
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

### **Fosters positive development in four key areas:**

- **Knowledge development** refers to a deeper understanding of the nature, purpose and importance of what is learned through varied approaches to content and experiences. It should lead to improved cognitive and intellectual skills, while providing a richer context for academic learning and improved student engagement.
- **Personal development** refers to the ability to tap into students' self-perception in relation to their abilities and potential. During the service learning process, students identify personal interests, skills, talents and areas for growth. Through awareness of their strengths, areas for growth, inner feelings and thoughts, students become more self-aware, self-confident, self-directed, able to take risks and resilient.
- **Social development** refers to the ability to work with other individuals and within groups. Issues of responsibility, commitment, communication, independence and interdependence, diversity of opinion, leadership, recognizing emotions and interpersonal relationships can all be explored.
- **Civic development** refers to becoming involved in community issues and developing pro-social behaviours. This can lead to an increased awareness of community connections, community problems, citizenship and social responsibility, which in turn allows the students to develop an understanding of the relationships between local and global concerns.

### **Five stages of service learning:**

Students:

- **investigate** an interest that often raises questions and curiosity and typically reveals an authentic need
- **prepare** by learning more to deepen understanding
- take **action** based on the verified need
- **reflect** on what they have done along the way
- **demonstrate** their understandings and accomplishments to an audience

**Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with a designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.

**Preparation:** Students acquire and develop the knowledge and skills needed for deeper understanding of the issues that prepares them for purposeful action. Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements and timelines to successfully implement the plan. Any community partners are likely to be consulted.

**Action:** Students implement the plan through direct service, indirect service, advocacy or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners or in groups.

**Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.

**Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example by sharing their service experience through their service learning portfolio, or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke responses from others

## Four types of action

- **Direct service:** Students engage directly with the people, environment or animals.
  - **Examples:** Students could undertake one-on-one tutoring, develop a garden in partnership with refugees, or work in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.
  - **Examples:** Students could redesign a non-profit organization's website, write picture books to teach a language, or nurture tree seedlings for planting.
- **Advocacy:** Students speak on behalf of an issue of public interest in order to promote awareness and understanding through dispersal of accurate information that may lead to others taking action.
  - **Examples:** Students could lead an awareness campaign on hunger, perform a play about replacing bullying with respect, or create a video about sustainable water solutions.
- **Research:** Students collect information from various sources, analyse data and report on a topic of importance to influence policy or practice.
  - **Examples:** Students may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

## Service Learning Portfolio (example only)

### Profile

In this section, students include their personal interests, skills and talents, areas for growth, plans and goals for their service learning programme. At the start of service learning, students map their interests and abilities to identify possible service learning experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. Through an understanding of the service learning aims, students will be able to identify both short-term and long-term goals in their service learning programme.

### Experiences/documentation

This section demonstrates that students have actively engaged in their individual service learning. It chronicles the students' journey in service learning, incorporating a variety of reflections, learning moments, personal achievements and how they have put the five stages of service learning into practice. Students could reflect on their involvement with the service learning outcomes and may extend their thoughts to future ambitions within and outside the service learning programme. All throughout service learning, students can add their reflections regarding their ongoing personal development and self-awareness.

### Evidence/artifacts

In this section, students collect evidence of their involvement and achievements in service learning. This could include planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos and so on.

## Language development at a glance

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

### Aims

The IB acknowledges the crucial role of language in an IB education.

The aims of language development are to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.

### Time required

Students are expected to devote a minimum of 50 hours to language development.

### Objectives

In language development, the objectives are organized into four communicative processes:

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

### Requirements

- All CP students are required to complete the language development core component and the language portfolio, including those students studying a Diploma Programme (DP) language acquisition course.
- Should a student undertake a DP language acquisition course **in addition to** the minimum requirement of two DP courses for the CP, the language development requirement is satisfied. However, the language portfolio must still be completed to the satisfaction of the school.
- The minimum requirement for satisfactory completion of language development is that students have developed their language ability when mapped against the language phases. There is **no** requirement for students to move from one phase to the next, **only that they have evidence of language development** in the target language.

### Assessment

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. The language portfolio is assessed by the school; however, the IB may request a sample of portfolios during CP evaluation.

## **Language portfolio**

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. Students should update the language portfolio throughout the course.

The *CP Language portfolio* document\* offers an outline to help students develop their language portfolios. Schools and students may choose to design their own.

### **Purpose**

The portfolio:

- demonstrates students' level of engagement
- provides evidence of language development and acquisition
- helps students to understand their level of language competency
- charts the development of students' language skills and intercultural understanding
- provides students with the opportunity to reflect on their learning.

At the beginning of language development, students map their language skills against the four objectives in the language phases and do so again on completion. Students place in their language portfolio the results of this mapping. By doing so, students can understand their current abilities in a language, and understand what development occurred during the language development course.

Students may subsequently use the portfolio to demonstrate their level of language learning to another educational institution or a prospective employer. It can be a valuable addition to a student's curriculum vitae/résumé.

### **Contents**

Students should ensure that their language portfolios are up to date, relevant, reflective and comprehensive. For example, they may choose to include:

- a record of the activities, tasks and assessments they have undertaken
- reflections on their learning experiences and understanding of other cultures
- a list of future goals that involve use of the target language
- certificates
- examples of work
- letters of acknowledgment.

## **Language proficiency table**

The language proficiency table provides a guide to assessing students' level of ability. It provides six holistic statements describing a student's achievement against the objectives towards being:

- emergent communicator—phases 1 and 2
- capable communicator—phases 3 and 4
- proficient communicator—phases 5 and 6.

The characteristics of a communicator in each phase of the course are described through a statement explaining what the student should be able to do by the end of the phase

### **When to use the table**

The global proficiency table is both a reference and a tool. It can help:

- identify in which phase a student should start the course
- interpret and report on students' achievements in their language development:
  - at the end of a learning period such as a term or semester
  - on completion of the CP



### Using the table to assess ability

A student may not be at the same proficiency level for speaking, reading, writing and interpreting visual texts. To take account of this, a best-fit approach is used to identify which phase a student is in. **Students may start language development in any phase and finish the course in any phase.**

### Mapping language skills

Once a teacher and student have identified the phase a student best fits, they can then map the student's language skills against the learning objectives within that phase. This self-assessment helps the teacher/supervisor and the student to decide what course design and level of instruction they need. At the end of language development, students again map their language skills against the objectives within a language phase. By doing so, students can understand how they have progressed in their target language through their engagement with language development.

### Language Proficiency Table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions	Emergent communicators in phase 2 understand and respond to simple spoken and written texts	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic context.
They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases.	They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form.	They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms	They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed.	They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts.	They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts.
They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural context.	They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural context.	They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations.	They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They begin to be aware that language use is connected to a purpose and an audience	They are aware that language varies according to purpose and audience.	They understand that they can speak and write in different ways for different purposes and audiences.	They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes

## Language Portfolio

Consists of 3 sections:

Section 1: Profile	Students about to engage with language development are encouraged to construct a personal language and cultural profile. To do this, students should: <ul style="list-style-type: none"> <li>• complete a language and culture questionnaire</li> <li>• use the self-assessment language proficiency table to identify in which language phase they will begin language development</li> <li>• identify their goals in language development using the objectives of the identified language phase.</li> </ul>
Section 2: Experiences	In this section of the language portfolio, students compile a journal of reflections on the work completed, including tasks and assessments. Students should also engage in reflection on the target language and cultural aspects of societies where the language is spoken.
Section 3: Evidence	In this section of the language portfolio, students document their achievements in language development using examples of activities and any other forms of evidence that show how they have developed their language skills.